

*Gertrude K. Gailfoir*

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THE COMMONWEALTH OF MASSACHUSETTS

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DEPARTMENT OF EDUCATION

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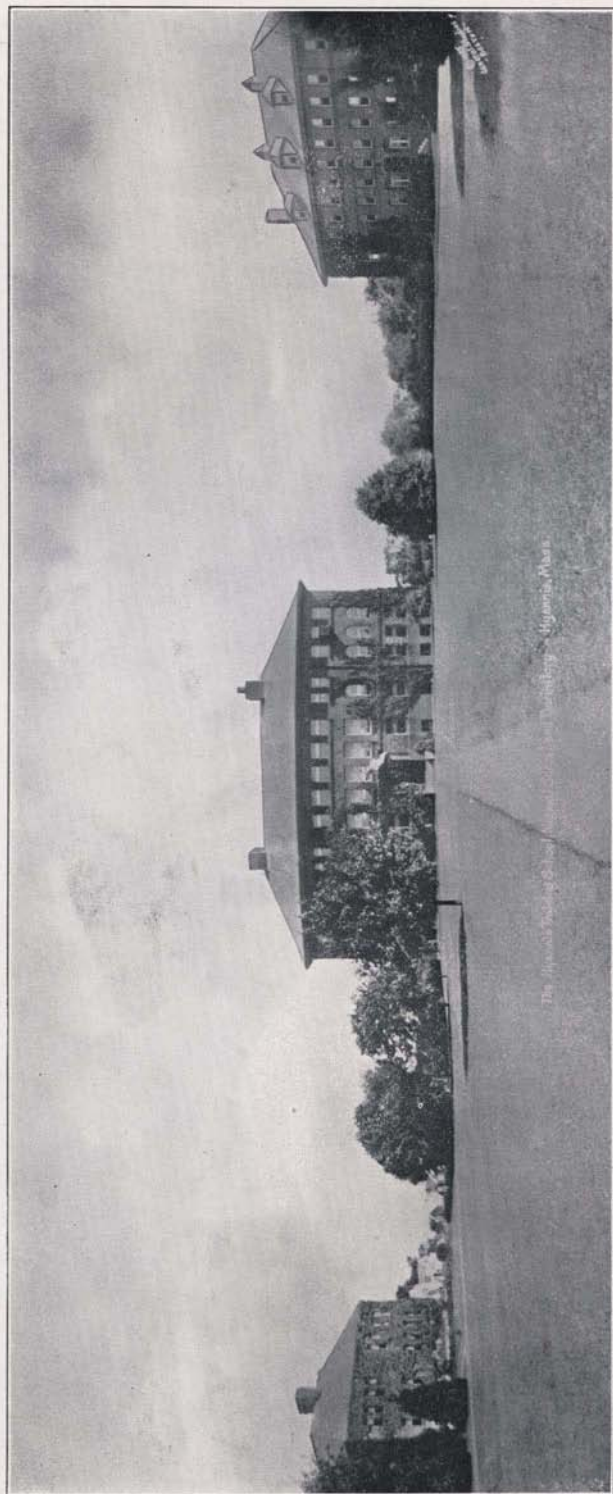
# State Teachers College at Hyannis



·[ CATALOG ]·  
1932







Training School

Teachers College

Dormitory



# Commonwealth of Massachusetts

## THE DEPARTMENT OF EDUCATION

PAYSON SMITH, Commissioner of Education

FRANK W. WRIGHT, Director, Division of Elementary  
and Secondary Education and Teachers Colleges

GEORGE H. VARNEY, Business Agent

ARTHUR B. LORD, Supervisor of Office Organization

### FACULTY

#### The Teachers College

HERBERT H. HOWES, <i>President</i>	<i>Education</i>
Bridgewater Normal School; B.Ed., Rhode Island College of Education; Ed.M. Harvard.	
HANNAH M. HARRIS.	<i>History, Civics, Economics, Sociology.</i>
Farmington, Maine Normal; Ph.B. Cornell, University of Pennsylvania;* University of North Carolina.*	
ANNIE S. CROWELL.	<i>Health and Physical Education.</i>
Hyannis Normal; B.S. Columbia; Simmons;* Harvard.*	
BESSIE E. GOFF.	<i>Ethics, Education, Librarian</i>
B.S. Simmons, Columbia;* Boston University.*	
GERTRUDE A. BEERS.	<i>Art, Handicrafts..</i>
B.S. Columbia.	
SUE J. ROWAN.	<i>Science, Arithmetic</i>
Oxford Ohio Teachers College, A.B., Ohio University; A.M. Columbia.	
BERTHA M. AREY.	<i>English</i>
Hyannis Normal; Columbia.*	
RUTH G. SHEPARD.	<i>Music</i>
Lasell Seminary; Springfield, Massachusetts Conservatory of Music;* American Institute of Normal Methods.	
ROBERT W. RUCKER.	<i>Geography, Education</i>
B.Ed. Illinois State Normal University; A.M. Clark University.	

(\*Attended but not a graduate of)

#### The Training School

WILLIAM G. CURRIER, <i>Principal</i> .	Grade VI
B.H., Springfield Y. M. C. A. College; Hyannis Normal.	
LUCY E. DURGIN.	Grades V-VI*
Plymouth, New Hampshire Normal; Columbia.*	
GEORGIA L. HENLEY.	Grade V
Worcester Normal; Hyannis Normal.*	
CARRIE B. DEAN.	Grade IV
Hyannis Normal; Columbia.*	
KAROLYN R. FINCK.	Grades III-IV
North Adams Normal; Boston University.*	
MABEL J. WEEKS.	Grade III
North Adams Normal; Harvard.*	
BESSIE A. MORSE.	Grade II
Hyannis Normal; Boston University.*	
MARIE R. WHEELOCK.	Grades I-II
North Adams Normal; University of Vermont;* Hyannis Normal.*	
GRACE V. ROWLAND.	Grade I
North Adams Normal; Columbia;* Boston University.*	

(\*Attended but not a graduate of)

## ADMINISTRATION

KATHARINE C. COTTER.....	Secretary
JENNIE T. BELYEA.....	Matron
ETHEL C. PEABODY.....	Assistant Matron
Keene Normal; B.S. University of New Hampshire.	
THOMAS JOHNSON.....	Chief Engineer

## SUMMER SESSION

(Thirty-fourth)

July 6-August 14, 1931

## FACULTY

- MARY P. BILLMEYER, Consultant in Public Health Nursing, State Department of Public Health, Boston. *School Nursing Procedures, Relation of Public Health Nursing to Social Service.*
- RUTH O. BOZARTH, Normal School, Plymouth, N. H. *Economic Geography, Advanced Physical Geography.*
- DOROTHY KAY CADWALLADER, Principal, Washington School, Trenton, N. J. *Kindergarten-Primary Grade Activities.*
- CLINTON E. CARPENTER, Director of Training Schools, State Normal School, Fitchburg. *Advanced Educational Psychology, Methods and Techniques of Teaching, Child Growth and Development.*
- E. EVERETT CLARK, State Supervisor of Adult Alien Education, Boston. *Problems and Procedures in Adult Alien Education.*
- FLORENCE B. CRUTTENDEN, State Normal School, Salem. *Sociology, Teaching the Social Sciences in the Elementary School.*
- ARTHUR J. DANN, Director of Music, Public Schools, Worcester. *Public School Music, Methods and Appreciation.*
- CHARLES F. ECHTERBECKER, State Normal School, Worcester. *Modern Tendencies in Education, Tests and Measurements in Schoolroom Work.*
- JOHN L. FITZPATRICK, Principal, Special Class Center, Waltham. *Methods of Teaching Manual Arts in Special Classes.*
- MARY L. GUYTON, State Supervisor of Adult Alien Education, Boston. *Problems and Procedures in Adult Alien Education.*
- LILLIAN M. HOFF, Director, Division of Special Classes, State Normal School, Salem. *Psychology and Methods of Teaching Children Retarded in Mental Development.*
- FREDRIKA MOORE, M.D., Pediatrician, State Department of Public Health, Boston. *Factors Which Influence Health, School Hygiene and Health Education.*
- BESSIE A. MORSE, State Normal Training School, Hyannis. *Primary Methods.*
- EDWARD J. MULDOON, Master, Bigelow School District, Boston. *Problems in Character Education, Problems of Guidance in Elementary and Junior High Schools.*
- PRISCILLA M. NYE, State Normal School, Bridgewater. *Art and Handwork in the Elementary Grades. Color and Design in Junior and Senior High Schools.*
- FRANK M. RICH, Principal, School No. 2, Paterson, N. J. *Junior High School Methods, Teaching and Supervision in the Upper Elementary Grades.*
- GRACE V. ROWLAND, State Normal Training School, Hyannis. *Reading in the Elementary Grades, Children's Literature.*
- WILLIAM J. SANDS, Sub-Master and Instructor in English, Boston Public Latin School. *Advanced English Literature, English in Upper Grades and Junior High School.*
- CARL L. SCHRADER, State Supervisor of Physical Education, Boston. *Physical Education.*
- OTILLIE E. TORKELSON, Formerly Instructor and Assistant Director of Nursery Education, School of Nursing, Kansas University. *Principles of Teaching Health Subjects. Social Psychology.*
- BETH A. WESTON, State Normal School, North Adams. *Physical Education*



## COLLEGE CALENDAR

## 1932

January 4, Monday .....	Winter Term begins
January 22, Friday .....	First Semester ends
January 25, Monday .....	Second Semester begins
February 26, Friday .....	Winter term ends
March 7, Monday .....	First Spring Term begins
March 25, Friday .....	Good Friday
April 19, Tuesday .....	Patriots' Day
April 22, Friday .....	First Spring Term ends
May 2, Monday .....	Second Spring Term begins
May 30, Monday .....	Memorial Day
June 2-3, Thursday and Friday .....	Entrance Examinations
June 12, Sunday .....	Baccalaureate
June 16, Thursday .....	Graduation
July 5, Tuesday .....	Summer Session begins
August 12, Friday .....	Summer Session ends
September 12-13, Monday and Tuesday .....	Entrance Examinations
September 14, Wednesday .....	Fall Term begins
October 12, Wednesday .....	Columbus Day
November 11, Friday .....	Armistice Day
November 23, Wednesday noon to November 28, Monday Morning .....	Thanksgiving Recess
December 23, Friday, 3.15 P.M. to January 3, Tuesday .....	Christmas Recess

## 1933

January 20, Friday .....	First Semester ends
January 23, Monday .....	Second Semester begins
February 24, Friday .....	Winter Term ends
March 6, Monday .....	First Spring Term begins
April 14, Friday .....	Good Friday
April 19, Wednesday .....	Patriot's Day
April 21, Friday .....	First Spring Term ends
May 1, Monday .....	Second Spring Term begins
May 30, Tuesday .....	Memorial Day
June 11, Sunday .....	Baccalaureate
June 16, Friday .....	Graduation

## Sessions

Sessions are from 8.45 o'clock A.M. to 12.05 o'clock noon, and from 1.20 o'clock P.M. to 3.15 o'clock P.M., with no session on Saturdays.

## Telephones

Administrative Office, Main Building, Hyannis 151-W  
 Matron's Office, Dormitory, 151-M  
 Dormitory (Pay Station), 496  
 President's Residence, 398

# STATE TEACHERS COLLEGE

HYANNIS, MASSACHUSETTS

## REQUIREMENTS FOR ADMISSION

I. **APPLICATION FOR ADMISSION.**—Every candidate for admission to a teachers college is required to fill out a blank entitled "Application for Admission to a State Teachers College" and send it to the president of the teachers college that he desires to enter. This blank may be secured from the principal of the high school or the president of the teachers college and should be filed before June 1st of the candidate's senior year.

The following regulation issued by the Department of Education governs the receipt of applications:

Application for admission to a state teachers college will be received by the several colleges from members of the senior class in secondary schools on and after January 1 of the year in which admission is sought.

Candidates who apply and do not gain admission during that year must reapply under the same conditions governing dates.

II. **BLANKS TO BE FILED BY THE HIGH SCHOOL PRINCIPAL.**—The principal of the high school last attended is expected to fill out two blanks — one giving the "Record of High School Work" and the other a "Rating of Personal Characteristics"— and send them to the president of the college.

III. **GENERAL QUALIFICATIONS.**—Every candidate for admission as a regular student must meet the following requirements:

1. *Health.*—A candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. A "Health Record" entered by the family physician on a blank to be furnished by the State Teachers College must be presented with the "Record of High School Work," and before final admission is granted the candidate will be given a physical examination by the school physician.

2. *High School Graduation.*—The candidate must be a graduate of a standard four-year high school or have equivalent preparation.

3. *Completion of fifteen units of High School Work.*—The "Record of High School Work" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one fourth of a full year of work for a pupil of normal ability. To count as a unit the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one half as much as recitation time.

4. *Personal Characteristics.*—The "Rating of Personal Characteristics," and the moral character of the candidate, must, in the judgment of the president of the teachers college warrant the admission of the candidate.

## IV. SCHOLARSHIP REQUIREMENTS:

1. *Effective in September, 1932.*—Of the 15 units that can be presented for admission in 1932 ten must be selected as heretofore from the list given below (cf. IV, 2, d) but must include the 6 units listed below as "Prescribed" and 4 units from those listed as "Limited Electives"; the 5 additional units may as heretofore consist of any work which the high school will accept as meeting its graduation requirements.

2. *Effective in September, 1933, and thereafter.*—Of the 15 units presented for admission in 1933 and thereafter, 12 must be selected from the list given below (cf. IV, 2, d) and must include the 6 units listed below as "Prescribed," and 6 units from those listed as "Limited Electives"; the other 3 units may be "Free Electives."



**PRESCRIBED (6 units beginning in September, 1932).**

English .....	3 units.
United States History .....	1 unit.
Mathematics .....	1 unit.
Science .....	1 unit.
	<hr/>
	6 units

**LIMITED ELECTIVES (4 units in 1932; 6 units in 1933 and thereafter).**

To be selected from the following:

English .....	1 unit.
Foreign Language .....	2, 3, or 4 units.
History and Social Science .....	1 or 2 units.
Mathematics .....	1 or 2 units.
Science .....	1 or 2 units.
Fine and Practical Arts .....	1 unit.
Commercial Subjects .....	1 unit.
	<hr/>
	6 units

(Typewriting not accepted without stenography.)

**FREE ELECTIVES (5 units in 1932; 3 units in 1933 and thereafter).**

These units of Free Electives may consist of any work which the high school accepts as meeting its graduation requirements.

All units of credit for admission may be secured either by certification by the high school or by examination.

1. *Certification* may be granted for work of B or A grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate is a graduate of a Class A high school or is in the upper half of the graduating class of a Class B high school. To be admitted by certification alone, the candidate must present work of B or A grade as follows: in 1932, 10 units; in 1933 and thereafter 12 units.

2. *Examination*—

a. Any candidate who is a graduate of a Class A or Class B high school whose record does not entitle him to certification for at least 5 units is required to secure credit by examination for 12 units of work.

b. Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units, provided the 5 additional units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

c. It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

d. Examinations for this purpose will be offered by the College in the following subjects:—

**SOCIAL STUDIES**

Community Civics .....	½ or 1 unit.
History to about 1700 .....	1 unit.
European History since 1700 .....	1 unit.
Economics .....	½ unit.
Problems of Democracy .....	½ or 1 unit.
Ancient History .....	1 unit.
English History .....	1 unit.
Medieval and Modern History .....	1 unit.

## SCIENCE

General Science .....	$\frac{1}{2}$ or 1 unit.
Biology, Botany, or Zoology .....	$\frac{1}{2}$ or 1 unit.
Chemistry .....	1 unit.
Physics .....	1 unit.
Physical Geography .....	$\frac{1}{2}$ or 1 unit.
Physiology and Hygiene .....	$\frac{1}{2}$ or 1 unit.

## FOREIGN LANGUAGE

Latin .....	2, 3, or 4 units.
French .....	2 or 3 units.
Spanish .....	2 units.
German .....	2 or 3 units.

## MATHEMATICS

Algebra .....	1 unit.
Arithmetic .....	1 unit.
College Review Mathematics .....	1 unit.
Geometry .....	1 unit.

## COMMERCIAL SUBJECTS

Stenography (including Typewriting) .....	1 or 2 units.
Bookkeeping .....	1 unit.
Commercial Geography .....	$\frac{1}{2}$ or 1 unit.
Commercial Law .....	$\frac{1}{2}$ unit.

## FINE AND PRACTICAL ARTS

Home Economics .....	1 or 2 units.
Manual Training* .....	1 unit.
Drawing .....	$\frac{1}{2}$ or 1 unit.
Music .....	1 unit.

V. METHOD OF SELECTION OF CANDIDATES IN CASE OF AN EXCESS OF APPLICANTS.—If the number of applicants for admission is, on July 1, in excess of the number that the facilities of the teachers college will accommodate, the plan of admission as already stated will be somewhat modified. The scholarship record and the ratings of the personal characteristics of all applicants will be evaluated in accordance with the method stated below. Candidates will then be admitted in the order of their total scores until the capacity of the teachers college has been reached.

(a) Scholarship will be allowed 75 points for 15 units of work.

(b) Personality will be allowed 25 points.

As a basis of computing the total score from the scholarship record, as submitted by the high-school principal, a mark of "A" will be given 5 points; "B", 4 points; "C", 3 points; "D", 2 points. (For the system of marking, see Manual for High Schools, page 74.)

As a basis of computing the personality record, which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed  $2\frac{1}{2}$  points; "Good," 2 points; "Fair,"  $1\frac{1}{2}$  points; "Poor," 1 point.

Each applicant must also pass a satisfactory physical examination before final admission can be gained.

VI. FILING OF APPLICATION FOR ADMITTANCE.—Application blanks should be filed as soon after January 1 of the senior year of the applicant as is convenient, and must be filed before June 15 of that year.

VII. PLACE, TIME, AND DIVISION OF EXAMINATIONS.—Entrance examinations may be taken in June and September at any State Teachers College (including the Massachusetts School of Art) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

\*To be accepted for admission to the Practical Arts course at Fitchburg and Massachusetts School of Art only.



VIII. **ADMISSION AS ADVANCED STUDENTS.**—A graduate of a normal school, teachers college, or college may be admitted as a regular or advanced student, under conditions approved by the Department.

IX. **ADMISSION OF SPECIAL STUDENTS.**—When any teachers college after the opening of the school year can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the president as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

### Schedule of Entrance Examinations for 1932

#### JUNE 2 AND SEPTEMBER 12.

- |             |  |
|-------------|--|
| 8.30-10.30  | English, Literature and Composition.   |
| 10.30-12.30 | Latin  |
|             | Commercial Subjects: Stenography (including Typewriting), Book-keeping, Commercial Geography, Commercial Law   |
| 1.30-4.30   | Social Studies; American History and Civics, Community Civics, History to about 1700, European History since 1700, Economics, Problems of Democracy, Ancient History, English History, Medieval and Modern History |

#### JUNE 3 AND SEPTEMBER 13

- |             |   |
|-------------|---|
| 8.30-10.30  | Mathematics: Algebra, Arithmetic, Geometry, College Review Mathematics  |
| 10.30-12.30 | Foreign Languages; French, German, Spanish  |
| 1.30- 4.30  | Sciences: General Science, Biology, Botany or Zoölogy; Chemistry; Physics, Physical Geography, Physiology and Hygiene |
| 3.30- 5.30  | Fine and Practical Arts: Drawing, Manual Training, Home Economics   |

### GENERAL INFORMATION

The State Teachers College at Hyannis is located on a beautiful site in one of the most attractive villages of the Cape. Hyannis is justly famed for its mild climate, its healthful location, its beautiful scenery, and for the hospitality of its inhabitants. It would be hard to find a better location in which to maintain a college for the preparation of students for the profession of teaching.

The purpose of the teachers college is twofold: first, preparation of new teachers; and second, additional education for teachers already in service. The first objective is that of the winter session, and the second, that of the summer session.

The institution has been in continuous session, winter and summer, since September, 1897. Enrollment in the winter session is very small. In the summer session about four hundred students are in attendance.

The teachers college is easily reached by train, motor-bus, or automobile. It is just off the main highway down the Cape, on the south shore, and within four minutes' walk of the Hyannis railway station.

### Expenses

The following indicates the regular expenses which each student should plan to meet. A diploma or degree will not be granted until all school bills are paid. Make checks payable to the State Teachers College at Hyannis. Payments must be made strictly in advance.

**Registration Fee:** The sum of \$10 for each student is payable at the beginning of each semester, or half year. No refund of this fee will be made to students withdrawing from teachers college after the first week of the semester.

**Board:** Rates for board and room are fixed by the State Department of Educa-



tion and are intended to cover the actual cost of service rendered. The rate for the college year, beginning September, 1932, is \$325, payable promptly as follows:

At the opening in September.....	\$100
December 1.....	75
February 1.....	75
April 1.....	75

Rooms in the dormitory, occupied by two students, are supplied with necessary furniture, but students are required to supply their own towels, napkins, napkin ring, clothes bag for laundry, and bed covering for single beds, which should include four sheets, four pillowcases, two blankets and coverlet. All articles to be sent to laundry must be indelibly marked with the owner's name.

*Tuition:* To residents of Massachusetts tuition is free. Residents of other states may be admitted upon the payment of tuition at the rate of \$200 a year, one-half of which amount is payable at the beginning of each half-year, provided that the admission of such students does not exclude or inconvenience residents of Massachusetts.

*Gymnasium Outfit:* The regulation gymnasium outfit, which all entering students are expected to wear, consists of special bloomers, middy blouses, and sweater, and high white sneakers, without heels.

### Pecuniary Aid

*State Aid:* The State makes an annual appropriation of \$4,000 for the ten State Teachers Colleges to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. For such aid the recipients are expected to render reasonable service.

*Student Loan Fund:* In the first year of the college's existence, through the generosity of local friends, a loan fund was established. This fund has received additions from time to time. It makes possible loans of sums of money to deserving students on condition that within a few years after graduation the money is to be paid back, with interest at 4 per cent.

*Cape Cod Women's Clubs Scholarship Fund:* In the summer of 1927, due to the enthusiasm of Mrs. Edith C. Harding, of Chatham, director of the First District of the Massachusetts State Federation of Women's Clubs, the seventeen clubs composing this district, located on Cape Cod, Marthas Vineyard, and at Wareham and Marion, began making annual contributions to this fund, "the purpose of which is to loan the fund to students from the territory within the First District attending the Hyannis State Normal School, without interest, upon the recommendation of the Principal of the School and with the approval of the Director of the District."

*Gustavus Hinckley Fund:* Some years ago a friend of the college left money which has been in the keeping of the State Treasurer and is being used to aid promising students who need such assistance. This help goes to the student as a gift rather than as a loan.

Application for financial aid is made to the president.

*Employment:* Capable and reliable students can reduce their expenses by assisting in the household work of the dormitory. The need and ability of the students to do this kind of work determine who shall be employed.

### Student Organizations

*Student Council:* The Student Body forms an organized unit with the Student Council as its official board. This Student Council, with a faculty adviser, considers various matters of participation and regulation. It then makes recommendations or suggestions to the faculty and student body for their approval or amendment. As each class is represented on the council, this organization gives opportunity for all to participate in college problems, interests, and activities.

*Class Organizations:* Each class is organized for the purpose of carrying on its own business and activities. In order that the students may have the benefit of counsel from a more experienced person, a faculty adviser is chosen by each class.

*Clubs:* One period a week is devoted to club activities. All students belong to



at least one such organization. The number and type of clubs is determined by the wishes of the student body, and membership in any club is open to all who desire to join. During this current year such interests are finding expression in Athletic, Crafts, Dramatic, Glee and Science Clubs.

### Assembly Periods

*Assembly:* Assembly is held three times each week. One of these periods is in charge of the president, one is in charge of a member of the faculty and the other is conducted by students. All the students participate at some time during the year. After the devotional period those in charge present, in their own way, subjects: which they feel will be of general interest and inspiration.

*Conference Periods:* On two mornings each week time is provided for holding necessary student, class, or committee meetings and individual conferences.

### Henry Todd Lectureship

The annual Henry Todd Lectureship was established by the State Department of Education in 1926. In the will of Henry Todd, who died in New York on March 2, 1849, the residue of his estate, after certain bequests had been made to worthy institutions in Boston, was bequeathed to the Massachusetts Board of Education, "the income of which is to be applied forever in aid of the Normal Schools." In keeping with the spirit of the bequest, an educational lecture by some outstanding speaker is now being provided for each year for each of the State Teachers Colleges.

The dates, lecturers, and subjects of lectures delivered have been as follows:

1926, April	8.	Dr. Edward Howard Griggs, "The Influence of the Parent and Teacher in Character Training and Development."
1927, May	12.	Mrs. Dorothy Canfield Fisher, "Creative Reading."
1928, May	18.	Dr. Charles H. Judd, "Social Inheritance."
1929, May	28.	Dr. Harlow Shapley, "The Galaxy of Galaxies."
1930, May	22.	Dr. Ellwood P. Cubberly, "A Philosophy for the Educative Process."
1931, March	20.	Mr. Lorado Taft, "My Dream Museum."
1932, March	8.	Dr. Albert Bushnell Hart, "George Washington, the Schoolmaster of the Nation."

### Summer Session

The thirty-fourth summer session was held from July 6, through August 14, 1931, with an attendance of 362 students, a faculty of 21 instructors and 35 courses offered. Of these, eight were courses in which credit was allowed toward the degree of Bachelor of Science in Education.

The summer session of 1932 will begin July 5, and continue for six weeks, closing August 12. The courses offered will be so varied that teachers of all grades and of Junior and Senior High Schools, including supervisors, principals, and superintendents of schools, as well as school nurses will find attractive opportunities for work suited to their needs and interests.

The regular school sessions are held in the mornings, there being four one-hour periods beginning at 8.05 each week-day morning except Saturday, the afternoons being reserved for recreation.

All courses are given credit, most of them receiving that of two semester hours, which may apply toward the securing of a diploma. Each of the degree courses, subject to the regulations of the Department of Education, carries two semester hours of credit toward the State Teachers College degree of Bachelor of Science in Education.

There are two dormitories which accommodate sixty students each. The brick dormitory is the one used during the regular school session. There are no single rooms, two students being assigned to each room. The summer dormitory is of wooden construction throughout, with each room equipped for two students. This dormitory is provided with toilet, cold water lavatories, and electric lights.

Tuition is free to all who live in Massachusetts or who teach in this State; to all others there is a fee of \$20. For all students attending there is a registration fee of \$10. Those from out of the State taking degree courses, for which there is the regular University Extension fee of \$10 for each course, if taking one course, receive

a credit of \$10 toward their out-of-state tuition, and if taking two courses, a credit of \$20. For all students taking degree courses there is a charge of \$10 for each course.

The expense for room in either of the dormitories with board at the cafeteria is \$54 for the six weeks' session. All students rooming in the dormitories are expected to take their meals at the cafeteria. Board without room costs \$42 for the session. The teachers college offers its services in helping to secure desirable rooms in the homes of Hyannis, but does not assume any responsibility in the matter.

## CURRICULUM

Designed for students preparing to teach in the first six grades.

### First Year

#### FIRST SEMESTER

	Periods Per Week
Education 1—Introduction to Education . . . . .	4
English 1—Oral Expression and Story Telling . . . . .	2
English 4—Library Science . . . . .	1
History 1—History of Civilization . . . . .	3
Science 1—Biology . . . . .	3
Art 1—Introduction to Art . . . . .	2
Music 1—Elementary Theory . . . . .	1
Music 2—Chorus . . . . .	1
Health and Physical Education 1—Games and Skills . . . . .	2
Health and Physical Education 2—Personal and Community Hygiene . . . . .	1
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	20

#### SECOND SEMESTER

Education 2—Educational Psychology and Observation . . . . .	4
English 2—English Composition . . . . .	2
English 3A—Penmanship . . . . .	1
Science 1—Biology . . . . .	3
Mathematics 1—Fundamentals of Arithmetic . . . . .	3
Art 1—Introduction to Art . . . . .	2
Music 1—Elementary Theory . . . . .	1
Music 2—Chorus . . . . .	1
Physical Education 1—Games and Skills . . . . .	2
Physical Education 2—Personal and Community Hygiene . . . . .	1
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	20

### Second Year

#### FIRST SEMESTER

Education 3—Technic and Observation . . . . .	4
English 2—English Composition . . . . .	2
English 5—Children's Literature . . . . .	3
Geography 1—Human Physical Geography . . . . .	2
Science 2—Physical Science . . . . .	2
Art 2—Elementary Art . . . . .	2
Music 3—Teaching Music in Elementary School . . . . .	1
Music 4—Chorus . . . . .	1
Physical Education 3—Elementary School Practices . . . . .	2
Physical Education 4—Theory of Physical Education . . . . .	1
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	20



## SECOND SEMESTER

Education 4—Class Management and Observation . . . . .	5
English 6—Primary Reading . . . . .	3
Geography 2—Teaching Elementary School Geography . . . . .	2
Science 3—Professional Elementary School Science . . . . .	2
Mathematics 2—Teaching Arithmetic in Elementary School . . . . .	2
Art 3—Adaptation and Application . . . . .	2
Music 3—Teaching Music in Elementary School . . . . .	1
Music 4—Chorus . . . . .	1
Health and Physical Education 3—Elementary School Practices . . . . .	2
	<hr/>
	20

## Third Year

## FIRST SEMESTER

Education 5—Advanced Educational Psychology and Measurement . . . . .	3
English 7—American and English Literature . . . . .	2
English 8—Intermediate Grade Language . . . . .	2
History 2—American History . . . . .	2
Social Science 1—Elementary Economics . . . . .	2
Science 2—Physical Science . . . . .	2
Art 4—Appreciation of Art . . . . .	2
Music 5—Survey of Music . . . . .	1
Music 6—Chorus . . . . .	1
Health and Physical Education 5—Advanced Physical Activities . . . . .	2
Health and Physical Education 6—School Health Education . . . . .	1
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	20

## SECOND SEMESTER (First Half)

Education 6A—Practice Teaching (9 weeks) . . . . .	15
Education 7—School Organization and Management (9 weeks) . . . . .	3
Music 5—Survey of Music . . . . .	1
Music 6—Chorus . . . . .	1
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	20

## SECOND SEMESTER (Second Half)

Education 8—Professional Ethics . . . . .	1
English 3B—Penmanship . . . . .	2
English 7—American and English Literature . . . . .	2
Geography 3—Regional Geography (West) . . . . .	4
History 3—Civic Education . . . . .	4
Mathematics 2—Teaching Arithmetic in the Elementary School . . . . .	2
Music 5—Survey of Music . . . . .	1
Music 6—Chorus . . . . .	1
Health and Physical Education 5—Advanced Physical Activities . . . . .	2
Health and Physical Education 6—School Health Education . . . . .	1
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	20

## Fourth Year

### FIRST SEMESTER

	Periods Per Week
Education 6B—Practice Teaching .....	3
Education 9—Educational Theories .....	3
English 9—Advanced Literature .....	2
Geography 4—Regional Geography (East) .....	2
Social Science 2—Elementary Sociology .....	2
Mathematics 3—Advanced Mathematics .....	2
Art 5—History of Art .....	2
Music 7—Chorus .....	1
Electives .....	3
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	20

### SECOND SEMESTER

Education 6B—Practice Teaching .....	3
Education 10—Curriculum Problems in the Elementary Grades .....	2
English 10—Contemporary Literature .....	2
English 4—Advanced Composition .....	2
Geography 5—Advanced Human-Physical Geography .....	2
Science 4—Nature Study and Gardening .....	3
Music 7—Chorus .....	1
Electives .....	5
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	20

## DESCRIPTION OF COURSES

### EDUCATION

**Education 1. Introduction to Education.** MISS GOFF and MR. HOWES  
First year, eighteen weeks, four periods weekly. (Three semester hours.)

This course includes a consideration of the essentials of good teaching practice (as it relates to the teacher); types of schools and school systems; modern objectives in education; characteristics of good elementary schools; the opportunities in teaching as a profession; and the consideration of a professional curriculum, gained through an analysis of this four-year course. The observation parallels the class work at every point where it is possible to do so.

**Education 2. Educational Psychology and Observation.** MR. RUCKER.  
First year, eighteen weeks, four periods weekly. (Three semester hours.)

A beginning course in psychology, with related and graded observation and participation in the training school classrooms. The course meets two hours per week in recitations and two hours additional in observation and participation, including conference discussions. The content of the course includes an analysis of mental mechanisms; the characteristics of instincts; the laws of their operation and modification; learning mechanisms and the primary and secondary laws of learning; forms of learning and the relation of interest to motivation, retention, and memoriter, visual and auditory mastery.

**Education 3. Technic of Teaching and Observation.** MR. RUCKER  
Second year, eighteen weeks, four periods weekly. (Three semester hours.)

In this course the emphasis is upon the various technics of classroom procedures with two hours per week devoted to class recitation and two hours to observation of these procedures in the training school. Various lesson types are isolated and analyzed in terms of their significance, objectives, and results; and methods of dealing with children as individuals, in groups and in classroom units are emphasized. Ways of bringing about socialization, individual development, group participation, etc., are analyzed and compared.

**Education 4. Classroom Management and Observation.** MR. RUCKER AND MISS GOFF. Second year, eighteen weeks, five periods weekly. (Four semester hours.)



In this course the amount of time devoted to graded observation and participation is increased by one hour, allowing three hours per week for directed observation and participation in the training school. The content of the course includes the organization of classrooms for efficiency in teaching; problems of program construction for both urban and rural schools; the correlation of work for most efficient teaching; the arrangement of work to provide for the development of desirable skills, etc.; the derivation of classroom controls and the administration of extra-curricular and recreational activities. The observation parallels the class work and provides for an increasing amount of construction (not repetitive) participation in teaching through definite contact with children in the classroom and outside of it.

**Education 5. Advanced Educational Psychology and Measurement.** MR. RUCKER. Third year, eighteen weeks, three periods weekly. (Three semester hours.)

In this course opportunity is given for as large an amount of contact with the training school as possible. The content of this course includes considerations of the effect of work and fatigue upon learning; variations in individuals and the effect on learning, both rate and kind; the determination of variations in intellect and ability; the measurement of educational products; and a consideration of the factors necessary in deriving fair ratings in intellect, achievement, progress and effort.

**Education 6A. Practice Teaching.** MR. RUCKER AND MR. HOWES. Third year, nine weeks, fifteen periods weekly. (Three and three-quarters semester hours.)

A course in directed practice of teaching concentrated in the last half of the third year. The previous contacts with the training school should have developed a familiarity and skill with the elements of good teaching practice, sufficient to enable the student to accept a large responsibility during this period, culminating in a period of independent responsible room teaching during the latter portion. Great care is taken to reduce repetitive and non-educational activities.

**Education 6B. Practice Teaching.** MR. RUCKER AND MR. HOWES. Fourth year, thirty-six weeks, 3 periods weekly. (Three semester hours.)

Provision is made during the fourth year for three hours per week of practice teaching supplementary to that of the third year.

**Education 7. School Organization and Administration.** MISS GOFF AND MR. HOWES. Third year, nine weeks, three periods weekly. (One and one-half semester hours.)

A course designed to be given parallel with and at the same time as the course in practice teaching. The course includes considerations of school records and bookkeeping; the administration of schoolroom materials and equipment; the maintenance of school supplies and supplementary materials; the relations of the teacher with other teachers, supervisors, principals, the school officials, parents and the public in general.

**Education 8. Professional Ethics.** MISS GOFF. Third year, nine weeks, one period weekly. (One-half semester hour.)

A course designed to follow as closely as possible the main provisions of the syllabus provided by the State Department of Education.

**Education 9. Educational Theories.** (Historically considered.) MR. HOWES. Fourth year, eighteen weeks, three periods weekly. (Three semester hours.)

This course is a survey of the development of education from the past to the present to serve as a basis of approach to some of the problems faced by present-day educators. It is expected to give an understanding of the more recent educational movements, newer types of organization, present educational philosophy, scientific tendencies, etc. A foundation is laid for future educational reading and research.

**Education 10. Curriculum Problems in Elementary Grades.** MR. RUCKER. Fourth year, eighteen weeks, two periods weekly. (Two semester hours.)

This course includes a consideration of problems relating to the curriculum and subject-matter fields of the elementary school subjects; the principles of curriculum construction; the process of curriculum making or revision; the bearing of current



social factors upon curriculum construction; the procedure for setting up objectives, guiding principles course of study units, and units of instruction; significant educational points of view and their application to curriculum making; and the contribution of research and experimental studies to the selection and arrangement of materials in the curriculum.

The best recent courses of study issued by public and private schools, as well as abstracts of research and experimental investigations in various fields, are used as illustrative material for this course.

## ENGLISH

**English 1. Oral Expression and Story Telling.** MISS AREY. First year, eighteen weeks, two periods weekly (Two semester hours.)

This is a foundation course to improve the student's personal use of oral English and to establish ideal standards of accurate and effective expression. It gives continual attention to matters of speech correction, articulation, enunciation and voice projection, together with the demands of erectness in posture, freedom and transition in poise, the development of right and effective use of the voice, and control of the body in expression. It ensures a working knowledge of the principles underlying all expression and lays especial stress upon (1) the elements of attention to ideas used separately and in groups, (2) the perception of their relative value, (3) the necessity of following the sequence of ideas in thought, (4) the prompt and effective response to the emotions suggested in the text and (5) the genuine and vivid imagination of situations in detail. The content of the course includes story materials suitable for classroom use.

**English 2. English Composition.** MISS AREY. First year, eighteen weeks, two periods weekly. (Two semester hours.) Second year, eighteen weeks, two periods weekly. (Two semester hours.)

A study of the practices of effective English composition continuing the development started in English 1, as applied to written expression, including much practice in applying the principles of grammar, syntax, phraseology, style, emphasis, and purpose. The content of the course includes as much professional material as possible such as letters, book reviews, outline forms, subject-matter development, articles for professional presentation, and the like.

**English 3A. Penmanship Fundamentals.** MISS MORSE. First year, eighteen weeks, one period weekly. (One-half semester hour.)

This course aims to establish correct habits of handwriting, including posture, penholding, movement, rhythm, relaxation, ease and fluency. Correlation with all written work of the first year is required.

**English 3B. Methods of Teaching Penmanship.** MISS MORSE. Third year, nine weeks, two periods weekly. (One semester hour.)

A study of current methods of teaching penmanship in the grades; blackboard writing; use of standard tests for measuring handwriting; class demonstrations; methods of remedial instruction.

**English 4. Library Science.** MISS GOFF. First year, eighteen weeks, one period weekly. (One-half semester hour.)

A study of the tools of the library, the system of loan slips, the card catalog, readers' guides, reference books and other library helps such as pamphlets, pictures, magazines, keeping account of borrowed books. There should be as much correlation as possible with the other classes taught in the first year.

**English 5. Children's Literature.** MISS AREY. Second year, eighteen weeks, three periods weekly. (Three semester hours.)

This course aims to give knowledge of the fundamental elements of literature (thought, emotion, imagination, form), fruitful motives for literary study, various methods of approaching this study, and the profitable use of leisure. It consists of the study of many kinds of stories, including the literature of the folk and that of individual writers, of information concerning the lives of authors of literature for children in these grades; methods of presentation to children, a clear understanding of the demands of the appreciation lesson, its aims, approach, steps of procedure, the type of question to be cultivated and the material to use to make the



teaching really effective. The course includes the collection and classification of materials for use in teaching. Much use of the library, of library book lists and library helps is expected.

**English 6. Primary Reading and Language.** MISS ROWLAND. Second year, eighteen weeks, three periods weekly. (Three semester hours.)

The aim of this course is to discover how children learn to read; to gain a working knowledge of various manuals, phonetics, correctives and tests; how to develop good oral reading; written work based on oral work; development of the sentence and paragraph; the establishment of habits of correct usage and the enlargement of vocabulary. Much observation of demonstration lessons is provided and there is lesson planning and as much opportunity as possible for practice with different types of lessons.

**English 7. American and English Literature.** MISS AREY. Third year, twenty-seven weeks, two periods weekly. (Three semester hours.)

The course includes a survey of American and English literature by means of the examination of representative masterpieces of different periods, a study of different types of literature, and investigation of the best and latest thought and usage of literature in the education of children. Methods tests, lesson planning and the like, are included with reference to literature in the grades.

**English 8. Intermediate Grade Language.** MISS AREY. Third year, eighteen weeks, two periods weekly. (Two semester hours.)

A companion course to English 6, covering the language work above the primary level. The course consists of a study of the methods of teaching oral and written expression in the intermediate grades. It includes knowledge of how children read to learn, vocabulary increase, syllabication, use of dictionaries by children, and the writing of letters. There is much practice in sentence and paragraph construction, methods of spelling, devices, tests, dramatization in the grades, observation of language teaching and the analysis and planning of typical lessons on varying levels.

**English 9. Advanced Literature.** MISS AREY. Fourth year, eighteen weeks, two periods weekly. (Two semester hours.)

This course includes an intensive study of prose and poetry of the eighteenth and nineteenth centuries in England and America, and present day critical opinion of the significant movements of the time. The unity of all literature is shown through a brief consideration of World Literature. Opportunity for much individual selection will be offered.

**English 10. Contemporary Literature.** MISS AREY. Fourth year, eighteen weeks, two periods weekly. (Two semester hours.)

The purpose of this course is to acquaint students with present-day tendencies in prose and poetry, as well as with the best writers and what they are producing. Extensive reading and reports are required. These give abundant opportunity for personal choice.

**English 11. Advanced English Composition.** MISS AREY. Fourth year, eighteen weeks, two periods weekly. (Two semester hours.)

This course aims to improve writing technique, to give a further opportunity to encourage creative power; and to remove as far as possible individual difficulties and limitations. It is carried on largely through projects involving expression, which reveal to the students their needs for special work on different phases of composition, such as paragraph, sentence, diction. It offers practical opportunity for students to bring their working knowledge of English up to a standard that should mark teachers, irrespective of the subject taught.

## GEOGRAPHY

**Geography 1 and 2. Human-Physical Geography and the Teaching of Geography in the Elementary Grades.** MR. RUCKER. Second year, thirty-six weeks, two periods weekly. (Four semester hours.)

The student studies the effects of geographic environment on man and the significant changes that man has made. A background of the principles of geography



needed by the teacher in elementary schools is built up from the point of view of the teacher of Grades I-VI. Attention is given to the selection and organization of geography content; to practice in obtaining information and materials and to representation in sand and crayon.

**Geography 3. Regional Geography of the Western Hemisphere.** MR. RUCKER. Third year, nine weeks, four periods weekly. (Two semester hours.)

An interpretation of the geography of North and South America with emphasis on the United States and Massachusetts. Students investigate the bases on which the continents are divided into natural regions.

**Geography 4. Regional Geography of the Eastern Hemisphere.** MR. RUCKER. Fourth year, eighteen weeks, two periods weekly. (Two semester hours.)

A survey course in the study of natural geographic divisions in the Eastern Hemisphere, similar in character to that undertaken for the Western Hemisphere in Geography 3.

**Geography 5. Advanced Human-Physical Geography.** MR. RUCKER. Fourth year, eighteen weeks, two periods weekly. (Two semester hours.)

A study of some phases of advanced physical geography such as the fundamentals in physiography, geology, and climatology, as they have influenced human development.

## HISTORY

**History 1. History of Civilization.** MISS HARRIS. First year, eighteen weeks, three periods weekly. (Three semester hours.)

A course designed to acquaint students with the great forces underlying institutional development. The contributions of ancient, mediæval, and modern epochs are considered. The culture of the Greeks, religion of the Hebrews, organization of Rome, discipline of the Middle Ages, and the liberty of today are considered as typical units.

**History 2. American History.** MISS HARRIS. Third year, eighteen weeks, two periods weekly. (Two semester hours.)

An intensive course which aims to develop clear-cut concepts of such topics as the establishment and development of the United States as a nation the growth of democratic institutions, the interpretation of great periods of national development.

Students are helped to an understanding of the elementary technics of historical research.

**History 3. Civic Education.** MISS HARRIS. Third year, nine weeks, four periods weekly. (Two semester hours.)

This course aims to develop clear understanding of the functions of school programs today in developing character and good citizenship. Students are encouraged to think for themselves about the teacher's responsibilities in helping to solve the challenging problems in American political, social and economic life.

**Social Science 1. Elementary Economics.** MISS HARRIS. Third year, eighteen weeks, two periods weekly. (Two semester hours.)

A study of fundamental economic principles and their everyday applications. Special attention will be given to such topics as: production, consumption, distribution, exchange; supply and demand; money; credit; wages; mass production.

**Social Science 2. Elementary Sociology.** MISS HARRIS. Fourth year, eighteen weeks, two periods weekly. (Two semester hours.)

A study of present-day societal forms and their evolution. Special attention to such units as: migration and immigration; race; means of social control; family; poverty; crime; defectives; social laws.

## SCIENCE

**Science 1. General Biological Science.** MISS ROWAN. First year, thirty-six weeks, three periods weekly. (Six semester hours.)

This course deals with the fundamental principles of biology and includes a study of the habitats of life and the plants and animals living in them, with a consider-



ation of as many of the following topics as is possible in the time available: the structures of living things and the functions of such structures; the responses, protection and associations of living things; the generation, dispersion and balance of life; the variations and progression of life and the conservation and improvement of life.

These various topics furnish abundant opportunities for special study of common plants and animals, an acquaintance with which is necessary for successful teaching in the grades. So far as possible the study is based on direct experience with living things in field, garden, greenhouse, and laboratory.

**Science 2. General Physical Science.** MISS ROWAN. Second year, eighteen weeks, two periods weekly. (Two semester hours.) Third year, eighteen weeks, two periods weekly. (Two semester hours.)

This course deals with the important principles of physical science. The more elementary phases of the sciences which are commonly treated as chemistry and physics are brought together in a unified consideration of energy as expressed in radiation, electricity and atomic structure. The chemical processes involved in the transformation of matter, the chemical elements and some elementary chemical principles are considered. Much attention is also given to the ways in which air, water, fire, electricity, magnetism and other natural agencies are utilized by man.

**Science 3. Professionalized Elementary Science.** MISS ROWAN. Second year, eighteen weeks, two periods weekly. (Two semester hours.)

This is entirely a professionalized course and draws upon content material of the science courses given during the first and second years. Several courses of study recently prepared and studied are discussed. Instruction is given in the methods of teaching both nature study and physical science material appropriate to each of the first six grades. Special attention will be given to prepare the student to teach the course of study in elementary science just prepared by a State Committee for use in the first six grades of the State. It is expected that students will prepare lessons and be given an opportunity to teach them in the training school.

**Science 4. Nature Study and Gardening.** MISS ROWAN. Fourth year, eighteen weeks, three periods weekly. (Three semester hours.)

This course considers the underlying principles of nature study, and gives further consideration to materials and equipment necessary for teaching in this field. It includes work in practical gardening, studies in landscaping home and school grounds, and methods of managing and directing children's gardens.

## MATHEMATICS

**Mathematics 1. Fundamentals of Arithmetic in the Elementary School.**

MISS ROWAN. First year, eighteen weeks, three periods weekly. (Three semester hours.)

The historical and psychological bases of number concepts; the social and economic justifications for the teaching of fundamental number concepts; the differentiation of primary and intermediate school content in arithmetic; sufficient practice in arithmetical learning procedures as to insure competence on the part of students; and sufficient personal diagnosis to provide a background for the later development of generally accepted diagnostic procedures.

**Mathematics 2. Teaching of Arithmetic in Elementary Schools.** MISS ROWAN. Second year, eighteen weeks, two periods weekly. (Two semester hours.) Third year, nine weeks, two periods weekly. (One semester hour.)

The problems and sequences of teaching mathematics in the primary and intermediate grades. Stress is laid on teaching forms and procedures in terms of the basic subject-matter considerations which give rise to the uses. Coördination is effected with the practice school and the sequence and character of planned processes stressed, not only as respects single lessons, but also extended portions of work. The character of instruction for classes, for divided groups, and for individual work receives consideration.

**Mathematics 3. Advanced College Mathematics.** MISS ROWAN. Fourth year, eighteen weeks, two periods weekly. (Two semester hours.)

Presupposes at least one unit of high school algebra. Consists of a survey of algebraic skills, the derivation of formulas, quadratic equations, exponents and



roots; a survey of the geometry found in native art and architecture, followed by the backgrounds, uses, and value of intuitive geometry; and a study of trigonometric functions and their application to right triangles.

### ART

**Art 1. Introduction to Art.** MISS BEERS. First year, thirty-six weeks, two periods weekly. (Three semester hours.)

Development of ability to draw on paper and blackboard simple objects such as leaves, twigs, flowers, fruits, and insects, and outline figures of animals showing action of dogs, cats, rabbits, and other common forms, together with sufficient knowledge of the principles of design for each student to have a working ability in repetition, progression or gradation and balance.

**Art 2. Elementary Art.** MISS BEERS. Second year, eighteen weeks, two periods weekly. (One and one-half semester hours.)

Should develop a knowledge of standard forms of lettering for both decorative and practical uses; a knowledge of the relations in color that lead to an understanding of the beauty of color in nature and art; the development of a working knowledge of terms for tone relations and the habit of using this vocabulary correctly, to be gained through a study of good examples in both nature and art, and through practice in school and home decoration, dress, design, and pictures.

**Art 3. Adaptation and Application.** MISS BEERS. Second year, eighteen weeks, two periods weekly. (One and one-half semester hours.)

Adaptation of lettering to all blackboard and paper work in all subjects to plate, poster and decorative studies in art, the adaptation of representation of objects, color and design, to school work, to the enrichment of handwork, and to school and home decoration; the ability to draw the human figure in two dimensions and to make trees and objects both on the blackboard and on paper as an aid to teaching.

**Art 4. Appreciation of Art.** MISS BEERS. Third year, eighteen weeks, two periods weekly. (One and one-half semester hours.)

The study of examples of beautiful pictures, designs, color arrangements, harmony and purpose with an analysis of good examples of decorative art. Special attention is given to the development of ability to make practical application through articles for school use, the enrichment of articles for personal use, and the development of unified illustrative materials for oral and written English, geography, history, nature study, science, health, dramatics and other school work. Throughout all the preceding courses emphasis is placed as needed on a consideration of the teaching of art to school children, the levels of children's understanding and attainments, and the purposes to be achieved in the raising of children's standards of attainment and appreciation.

**Art 5. History of Art.** MISS BEERS. Fourth year, eighteen weeks, two periods weekly. (One and one-half semester hours.)

A knowledge and appreciation of the development of art throughout the ages, to be gained through a study of the histories of painting, sculpture and architecture, with the reading of prescribed books, and the study of pictures and art objects. Application is made to the teaching of art history in the grades as a necessity in the development of a more complete artistic appreciation. Special emphasis is placed on the development and understanding of American and English art forms in silverware, glass, china, wall papers, homes, and home decoration.

### MUSIC

**Music 1. Elementary Theory.** MISS SHEPARD. First year, thirty-six weeks, one period weekly. (Two semester hours.)

Should develop the ability to produce a good singing tone and to carry a tune; ability to read the music of the first six grades; knowledge of the meaning of expression and tempo; and an understanding of all scale intervals and chromatics, rhythmic forms, common and compound time, and the names of keys, writing of key signature, and the writing of simple melodies in period form; the bass clef.

**Music 2. Chorus and Music Interpretation.** MISS SHEPARD. First year, thirty-six weeks, one period weekly. (One semester hour.)

Development of ability to listen to music with pleasure and discriminating in-



telligence; recognition of themes, rhythms, mood, style and form; life and work of the masters of music from Bach to Brahms; chorus practice for all students.

**Music 3. Teaching Music in Elementary Schools.** MISS SHEPARD.

Second year, thirty-six weeks, one period weekly. (Two semester hours.)

A study of the child voice and the course of study for the first six grades; development of the ability to correct common tonal faults; a minimum rote song repertory; ability to conduct a school chorus; the making of school lesson plans for music.

**Music 4. Chorus and Music Appreciation for Elementary Schools.** MISS

SHEPARD. Second year, thirty-six weeks, one period weekly. (One semester hour.)

Development of the ability to teach various types of music appreciation through the use of texts and other materials (piano, radio, phonograph, etc.); continuation of general school chorus activities for local school purposes.

**Music 5. Survey of Music in Elementary Schools.** MISS SHEPARD. Third year, thirty-six weeks, one period weekly. (Two semester hours.)

Development of increased song repertory, ability to make desirable programs for school occasions; study of teaching methods; development of familiarity with school texts; the literature of music education and the investigation of music current events.

**Music 6. Chorus and Music Appreciation.** MISS SHEPARD. Third year, thirty-six weeks, one period weekly. (One semester hour.)

A continuation of Music 4.

**Music 7. Chorus and Music Appreciation.** MISS SHEPARD. Fourth year, thirty-six weeks, one period weekly. (One semester hour.)

A continuation of Music 4 and Music 6.

## HEALTH AND PHYSICAL EDUCATION

**Health and Physical Education 1. Games and Skills.** MISS CROWELL.

First year, thirty-six weeks, two period weekly. (Two semester hours.)

The open weather of fall and spring is utilized for teaching at least two major games begun with analyzed skill, continued with the use of skills in simple group games, and climaxed with the rules and competitive action of the games themselves, and the administration of several achievement tests. The indoor work consists in the development of skills in a variety of indoor games, stunts, training in bodily response to music through the medium of fundamental rhythms and simple folk dances, and exercises for the development of good bodily carriage.

**Health and Physical Education 2. Personal and Community Hygiene.**

MISS CROWELL. First year, thirty-six weeks, one period weekly. (Two semester hours.)

The physiological relations of food, exercise, rest, and habits of healthful living combined with considerations of community, state, and national forces at work for aid, prevention and protection.

**Health and Physical Education 3. Elementary School Practices.** MISS

CROWELL. Second year, thirty-six weeks, two periods weekly. (Two semester hours.)

Applications of work with children adjusted to students. This consists of individual activities adaptable to elementary school children, group activities conducted with students by students, school dancing (rhythmic and folk types), tumbling, and finally informal classroom or playground games. An introduction to the entire field of activities for children, interpretation of published materials, and practice teaching within the group.

**Health and Physical Education 4. Theory of Physical Education.** MISS

CROWELL. Second year, eighteen weeks, one period weekly. (One semester hour.)

The theory of physical activities of school children, including suggested forms of activities suited to varying grades, with consideration of sequence as well as adaptability; the conduct of school games, dancing and the like, with suggestive forms of music, rhythmic adaptations, outlines, reference materials, etc.; and con-

sideration of school meets and intra-school competitive meets and play days. Principles underlying present conception of physical education, reasons for certain sequences in the curriculum, all phases of organization and method of conducting contests, play days, etc.

**Health and Physical Education 5.- Advanced Physical Activities.** MISS CROWELL. Third year, twenty-seven weeks, two periods weekly. (One and one-half semester hours.)

Continued development of individual activities and skills of an advanced nature. The learning of one additional competitive or group game (field hockey), with advanced work with apparatus, and instruction in folk dancing, clogging and the like.

**Health and Physical Education 6. School Health Education.** MISS CROWELL. Third year, twenty-seven weeks, one period weekly. (One and one-half semester hours.)

The principles and practices of health education of children in and out of school with particular reference to the place of the teacher in health guidance and in co-operation with health education authorities outside of school. Special consideration should be given to health service, the relation of teacher to physician and nurse, the significance of the physical examination record card; healthful environment; methods and materials of health instruction.



## STUDENTS

## Graduates, June, 1931

## TWO-YEAR ELEMENTARY COURSE

Brooks, Hazel M.	Hyannis
Brown, Eleanor K.	New Bedford
Chase, Edythe F.	Plymouth
Cleverly, Francesca	Hull
Correia, Christina R.	South Dartmouth
Dunham, Ruth L.	Centerville
Furze, Katherine C.	Fall River
Gomes, Lily M.	New Bedford
Keating, Gertrude R.	Fall River
Lahteine, Inez	Hyannis
McCarthy, Catherine J.	West Roxbury
McMullen, Geraldine H.	New Bedford
Perry, Virginia	New Bedford
Preston, Vida T.	Dennisport
Quinn, Margaret	West Quincy
Ribeiro, Mary A.	New Bedford
Richmond, Alberta A.	East Weymouth
Sellers, F. Arnold	Middleboro
Siira, Impi E.	Centerville
Wojtuszewski, Stasia	New Bedford
Wood, Gladys L.	Melrose Highlands

## THREE-YEAR ELEMENTARY COURSE

Gill, Bertha M.	Wellfleet
Mullaney, Grace	Fall River
Mullaney, Margaret M.	Fall River
Murphy, Helen E.	Fall River
Reavis, Juanita Y.	Hyannis

## GRADUATES AUGUST 14, 1931 (Two-Year Elementary Course)

Sarah M. Campbell	Pittsfield
Ida B. Furber	Hudson, N. H.
Agnes T. Gleason	New Bedford
Jessie L. Gover	Milford
Cornelia M. Sherman	Northampton
Clara J. Vieira	South Dartmouth

## FIRST-YEAR STUDENTS (Class entering 1931)

Barlow, Priscilla A.	Whitman
Cahoon, Muriel F.	Centerville
Cassidy, Mary M.	Norwood
Everson, Evelyn	Manomet
Gifford, Naida	New Bedford
Gill, Dorothy	West Dennis
Gleason, Dorothy C.	New Bedford
Hall, Mildred	New Bedford
Hathaway, Mary E.	New Bedford
Howes, Edith	Dennis
Keohane, Julia A.	Cambridge
Leonard, Verna	New Bedford
Munroe, Ruth	Braintree
Rasanen, Valma	Norwood
Reilly, Mary D.	Weymouth
Salvucci, Irma	Quincy

Smith, Marie M.	.	.	.	.	.	.	Brockton
Taber, Sylvia E.	.	.	.	.	.	.	Orleans
Taylor, Barbara	.	.	.	.	.	.	Provincetown
Vincent, Alice	.	.	.	.	.	.	Fairhaven
Walker, Margaret	.	.	.	.	.	.	Dennis
Watkins, Ellen	.	.	.	.	.	.	W. Somerville
Williams, Ruth A.	.	.	.	.	.	.	Brockton

## SECOND-YEAR STUDENTS (Class entering 1930)

Birch, Eleanor	.	.	.	.	.	.	Lynn
Covell, Lucia W.	.	.	.	.	.	.	New Bedford
Dalrymple, Helen J.	.	.	.	.	.	.	New Bedford
Days, Anna M.	.	.	.	.	.	.	Provincetown
DesRuisseau, Loretta	.	.	.	.	.	.	New Bedford
Feinstein, Molly	.	.	.	.	.	.	New Bedford
Fonseca, Mary	.	.	.	.	.	.	Falmouth
Harcourt, M. Teresa	.	.	.	.	.	.	Quincy
Mann, Ruth I.	.	.	.	.	.	.	City Mills
Murphy, Margaret M.	.	.	.	.	.	.	Sandwich
Oliver, Hilda	.	.	.	.	.	.	New Bedford
Rogers, Eunice I.	.	.	.	.	.	.	Hyannis
Sylvia, Anna R.	.	.	.	.	.	.	Mattapoisett

## THIRD-YEAR STUDENTS (Class entering 1929)

Brooks, Hazel M.	.	.	.	.	.	.	Hyannis
Correia, Christina	.	.	.	.	.	.	So. Dartmouth
Dunham, Ruth L.	.	.	.	.	.	.	Centerville
Gomes, Lily M.	.	.	.	.	.	.	New Bedford
Lahteine, Inez	.	.	.	.	.	.	Hyannis
Nickerson, Gladys E.	.	.	.	.	.	.	Harwich
Quinn, Margaret H.	.	.	.	.	.	.	W. Quincy
Ribeiro, Mary A.	.	.	.	.	.	.	New Bedford
Souza, Marie A.	.	.	.	.	.	.	New Bedford
Wojtuszewski, Stasia	.	.	.	.	.	.	New Bedford
Wood, Gladys L.	.	.	.	.	.	.	Melrose Highlands
Zajac, Anne M.	.	.	.	.	.	.	New Bedford

## SPECIAL STUDENTS

Bond, Gladys	.	.	.	.	.	.	Hyannis
Thornton, Mary V.	.	.	.	.	.	.	Medway



## LIST OF SUMMER SCHOOL STUDENTS—HYANNIS NORMAL SCHOOL

July 6-August 14, 1931

Adams, Alice . . . . .	Wellesley
Almstead, Clara M. . . . .	Medford
Andrews, Lillian . . . . .	Somerville
Archibald, Florence E. . . . .	Lowell
Argy, Blondena . . . . .	Turners Falls
Bacon, Mary E. . . . .	Springfield
Bacon, Thelma I. . . . .	Springfield
Bancroft, Ida E. . . . .	Georgetown
Barnes, Edna . . . . .	North Dartmouth
Barrows, Howard . . . . .	East Falmouth
Barrows, Janette . . . . .	Quincy
Barry, Mary E. . . . .	Everett
Bartlett, Helen . . . . .	Nantucket
Beckwith, Fanny L. . . . .	Plainfield, N. J.
Benjamin, Esther L. . . . .	Ashfield
Benson, Edith M. . . . .	Chilmark
Bent, Anna G. . . . .	Plymouth
Berselli, Mrs. Ada M. . . . .	Springfield
Bettencourt, Cecelia . . . . .	New Bedford
Betts, Emma F. . . . .	Simsbury, Conn.
Blake, Mary A. . . . .	Chicopee Falls
Blinn, Mrs. Margaret T. . . . .	Springfield
Blossom, Alice L. . . . .	Rockland
Bocchino, A. Adeline . . . . .	Somerville
Bond, Dorothy Gere . . . . .	Cambridge
Bond, Gladys . . . . .	Hyannis
Bond, Mrs. Kenneth . . . . .	Hyannis
Boomhover, Eleanor S. . . . .	Salem
Bowden, Hannah M. . . . .	Fall River
Bowden, Martha M. . . . .	Watertown
Bowler, Thomas R. . . . .	Falmouth
Bradbury, Pauline L. . . . .	Hyannis
Bradley, Ruth M. . . . .	Worcester
Bragg, Lena E. . . . .	Worcester
Braley, Anna E. . . . .	East Orange, N. J.
Brewer, Mina E. . . . .	Great Barrington
Briggs, Florence D. . . . .	Montpelier, Vt.
Brown, Elizabeth B. . . . .	Rowley
Brown, Katherine P. . . . .	New Britain, Conn.
Brown, Marion . . . . .	South Weymouth
Bruce, Marion . . . . .	Rockport
Burke, Ardra M. . . . .	Hingham
Burns, Anne J. . . . .	Natick
Burgess, Joseph R. . . . .	Nantucket
Burroughs, Georgia A. . . . .	Danielson, Conn.
Butler, Elizabeth . . . . .	Hyannis
Calder, Helen L. . . . .	Somerset
Campbell, Sarah M. . . . .	Pittsfield
Carman, Mrs. Eunice G. . . . .	Lowell
Carothers, Eleanor K. . . . .	Springfield
Casey, Teresa V. . . . .	Methuen
Cassidy, Helen K. . . . .	Blackstone
Chase, Harriet . . . . .	Osterville
Chapman, Jean D. . . . .	Lowell
Chapman, Miriam . . . . .	Winsted, Conn.
Chase, Mrs. Elizabeth R. . . . .	Nantucket
Chase, Mrs. Magdalene L. . . . .	Bass River

Chesley, Eleanor M.	West Somerville
Childs, Anna L.	Framingham
Childs, Ruth C.	Fall River
Clark, Evelyn F.	Holyoke
Clark, M. Pearl	East Brewster
Clarke, Dora	Brookline
Cleary, Mary T.	Cambridge
Coggeshall, Mary A.	Newport, R. I.
Coleman, Mirian E.	Beverly
Collins, Clare B.	West Springfield
Commons, Mary T.	Turners Falls
Connor, Grace L.	Stoneham
Cooper, Margaret J.	Hyannis
Correia, Christina	South Dartmouth
Costello, Grace M.	Brooklyn, N. Y.
Costello, Margaret	Norwood
Crawford, Etta M.	Cotuit
Crofts, Anna H.	North Adams
Crossley, B. Alice	Medford
Curley, Catherine	Lowell
Curley, Jane A.	Holyoke
Curtis, F. Isabelle	Franklin
Cushing, Helen B.	South Duxbury
Dean, Mrs. Samuel W.	Lexington
Dempsey, Helena M.	Dorchester
Dennis, Mae R.	West Newton
Desmond, Frances A.	Hull
Dobbyn, Alice B.	New Bedford
Doherty, Charles E.	East Pepperell
Doherty, Mary L.	Franklin
Doherty, Margaret A.	New Bedford
Dolan, Theresa A.	Roslindale
Dole, Muriel	Springfield
Donahue, Hannah F.	Lawrence
Donahue, Margaret Q.	North Abington
Donle, Evelyn C.	Swansea
Doran, Elizabeth R.	Fall River
Doughty, Frances E.	South Portland, Me.
Dowd, Kathryne F.	Chicopee Falls
Drago, Joanne	Somerville
Drake, Helena M.	Waltham
Dray, Clara A.	Medfield
Drew, Ruth Marie	Somerville
Drury, Virginia	Dedham
Durgin, Lucy E.	Penacook, N. H.
Dyer, Mrs. Clifford M.	Westbrook, Me.
Earnshaw, Mrs. Ethel R.	Fisherville
Enos, Marion A.	Hopedale
Erickson, Ida	Dorchester
Espen, Mrs. Alberta T.	North Andover
Farquhar, Ruth A.	Northborough
Farrell, Emily M.	Brighton
Farrell, Irene L.	Revere
Feener, Ethel F.	Stoughton
Feeney, Barbara E.	Norwood
Fell, James E.	Fall River
Felton, Mrs. Mabel E.	Oakdale
Fitzgerald, Margaret L.	Dorchester
Fortier, Jeanne	Lowell
Fowler, Marion V.	Worcester
Furber, Ida B.	Hudson, N. H.



Garside, V. W.	New Bedford
Gearan, Cecelia	Gardner
Gearan, Marie M.	Gardner
Gibson, Lois P.	West Somerville
Giguere, Juliette A.	Lewiston, Me.
Gilbert, Ruth H.	Dorset, Vt.
Gilchrest, Alice A.	Lunenburg
Gilrain, Catherine M.	Worcester
Gleason, Agnes T.	New Bedford
Goddard, Dorothy	Newton Highlands
Goddard, Edith M.	
Goode, Elizabeth K.	Jamaica Plain
Gover, Jessie L.	Milford
Grady, Eleanor V.	Bournedale
Greenleaf, May E.	Dennis
Griffiths, Samuel	Hyannis
Gurney, Mildred	Ashfield
Hall, Mrs. Addie D.	Ashfield
Hall, Annabelle	Shelburne Falls
Halliday, Mary F.	Mansfield
Hamilton, Agnes Y.	W. Hartford, Conn.
Hancock, Carrie D.	Barre
Hardy, Viola J.	West Chatham
Harrington, Frances A.	Winchendon
Helfenbein, Tillie	Fall River
Higgins, Margaret M.	Jamaica Plain
Higgins, Charlotte B.	Whitman
Hilton, Mrs. Georgiana	Andover
Hogan, Ellen A.	Natick
Hogan, Margaret A.	Natick
Horton, Anna G.	Newtonville
Hourihan, Alice K.	Dorchester
Howes, Margaret	Ashfield
Hughes, M. Amelia	Dorchester
Hoxie, Janice A.	Lexington
Hughes, M. Amelia	Dorchester
Hughes, Lida C.	New Britain, Conn.
Huson, Ruth	Littleton
Jackson, Helen	Englewood, N. J.
Jacobs, Mary J.	Provincetown
Johnson, Eulalia C.	Great Barrington
Johnson, Helen C.	East Lynn
Johnson, Jennie A.	Ipswich
Johnson, Signe	North Easton
Joyner, Sally	Housatonic
Keefe, Anne M.	Peabody
Kelley, Mertie C.	Provincetown
Kelley, Mildred E.	North Middleborough
Kendall, Esther G.	Leominster
Kennedy, Clara R. (Mrs.)	Attleboro
Kerrigan, Mrs. Madeleine F.	Woburn
King, Muriel P.	Somerville
Kohler, Gertrude O.	Somerville
LaCrosse, Alys M.	Bridgewater
Laduke, Agnes V.	Worcester
Lahaise, Adeline	Jamaica Plain
Lahaise, Rita	Jamaica Plain
Landers, Helen M.	Westfield
Leamy, Cora M.	Gardner
Leavitt, Ida M.	Portland, Me.
LeClaire, Hillary M.	Harwich

Lee, Edith M.	Amherst
Leighton, Harvard	Hyannis
Leite, Hilda	New Bedford
Leonard, Thomas J.	Fall River
Letteney, May I.	Roxbury
Lindsey, Hazel V.	East Saugus
Linscott, Evelyn	East Weymouth
Longfellow, Evelyn V.	West Harwich
Lothrop, Hilda A.	Lexington
Longee, Mildred M.	Somerville
Lumiansky, Ruth	New Bedford
Luth, Ethel F.	Newport, R. I.
MacDonald, Catherine M.	Malden
MacDonald, Elizabeth	Worcester
MacDonald, Madeline	Lowell
MacLauchlan, Carol	Wrentham
Mahoney, Anna P.	Millville
Mahoney, Margaret M.	Dorchester
Mahoney, M. Charlotte	Billerica
Mansfield, Ruth	Sherborn
Marcinico, Mary	Three Rivers
Markmann, Mrs. Flora	Wilton, Me.
Marr, Mary	South Weymouth
Martin, Mary I.	Provincetown
Mason, Rowena B.	Fitchburg
Matheson, Maude H.	South Ashburnham
McAuliffe, Frances	Falmouth
McCordick, Blanche K.	Natick
McDonnell, Alice E.	Leominster
McDonald, Isabel M.	Harwichport
McDonald, Madeleine A.	Brighton
McGee, Alice C.	Brockton
McGinley, Alice C.	South Boston
McGrath, Rena	Worcester
McGuire, Margaret	Fairhaven
McHenry, Susie P.	Dennisport
McKenna, Mary L.	Somerville
McLaughlin, Louise M.	Quincy
McLaughlin, Mary	Saco, Me.
McLear, Mary Q.	Taunton
McMullen, Geraldine	New Bedford
McNamara, Nabby F. G.	Jamaica Plain
Mellow, Mary B.	Somerville
Melia, Anna M.	Fall River
Messenger, Archie H.	Ludlow
Miller, Anne V.	Barre Plains
Miller, Emily F.	Belmont
Miller, Teresa	Barre Plains
Mitchell, Alice M.	Woodland, Me.
Mooney, Frances	Springfield
Moore, Helen F.	Hingham Center
Moran, Gertrude E.	Milford
Moran, Marguerite F.	Milford
Moran, Avis M.	Milford
Moriarty, Katherine A.	Nashua, N. H.
Moriarty, Teresa D.	Northampton
Morrill, Mary M.	Natick
Muldowney, Mary C.	Lawrence
Muir, Ruth	Cranston, R. I.
Mullaney, Ruth	Hyannis
Mulligan, Mary T.	Lawrence



Munday, Gladys D.	Springfield
Munson, Rachel C.	Falmouth
Murch, Grace M.	Brookline
Murphy, Anne M.	Westfield
Murray, Marion P.	Rowley
Murray, Mary W.	Hyannis
Nasella, Theresa L.	Revere
Neilson, Mary V.	Winchester
Nelson, Margaret	Natick
Newcomb, Bertha A.	Hyannis
Nichols, Beatrice M.	Medford
Nickerson, Gladys E.	Harwich
O'Connor, Frances	Frammingham
O'Hearn, Frank J.	Cambridge
Oliver, Lucy E.	Gloucester
Osgood, Catherine F.	Franklin
Padelford, Ruth	Fall River
Pannoni, Teresa M.	New Bedford
Patch, Ralph S.	Cleveland, Ohio
Penniman, Ethel M.	Hyannisport
Pereira, Gladys H.	East Chelmsford
Perks, Elsie A.	Worcester
Perry, Nora	Provincetown
Perry, Peter F.	Forge Village
Peterson, Thelma A.	Holbrook
Pierce, Ellen E.	Manomet
Pilkington, Mildred E.	Mansfield
Platt, Elizabeth E.	Hyannis
Purcell, Sabina M.	Frammingham
Pixley, Marion P.	Newark, Del.
Quinn, Margaret	West Quincy
Ratigan, Mary E.	Dorchester
Reardon, Alice M.	Holyoke
Reardon, Claire M.	Worcester
Reed, Helen G.	West Springfield
Reilly, Eleanor M.	West Medford
Rhodes, Annie E.	Cliftondale
Rice, Lucy D. H.	Barre
Ridlon, Doris G.	Hingham
Riker, Edythe A.	Somerville
Riley, Margaret C.	Fall River
Ritz, Alice M.	Frammingham
Rizzi, Stella	Quincy
Robbins, Gertrude L.	Attleboro
Rolnick, Nellie R.	Chicopee Falls
Rowe, Cathryn	South Deerfield
Roycroft, Helen	Southbridge
Sabourin, Alice	Webster
Sanborn, Mary D.	Cotuit
Sandberg, Julia L.	Springfield
Schultz, Dagny M.	Lunenburg
Scollard, Mary	Holyoke
Scott, Jean Y.	Lewiston, Me.
Sears, Ellen S.	East Dennis
Sears, Sylvia A.	Ludlow, Vt.
Sears, Velma C.	East Dennis
Shantz, Elva M.	Swampscott
Shay, Bessie D.	Fall River
Sheedy, Julia E.	Salem
Shelley, Mary T.	Fall River
Sherman, Mrs. Cornelia	Northampton

Siira, Impi	Centerville
Skoczolek, Stacia	New Bedford
Slom, Pauline	New Bedford
Smith, Mrs. Elsie M.	Hyannis
Smith, Helen C.	Portland, Me.
Smith, Ruth E.	Needham Heights
Smutney, Frances	Flushing, L. I., N. Y.
Sojka, Nellie J.	Ipswich
Sotirion, Katherine	Chicopee
Spargo, Mildred A.	Dorchester
Spence, Alice M.	Chicopee Falls
Spence, David R.	Chicopee Falls
Spence, Vina E.	Chicopee Falls
Staples, Helen L.	Milford
Sullivan, Genevieve	Fall River
Sullivan, Helen	Holyoke
Sullivan, Sophia	Attleboro
Swanson, Viola	Newton
Sweetland, Jeanne	Hyannis
Swayze, Marie K.	Nantucket
Taylor, Alma	Dorchester
Teahan, Mrs. Cora E.	Holyoke
Thayer, Mrs. Beatrice P.	Manchester, N. H.
Thoren, Margaret L.	Orange
Thornton, Mary V.	Medway
Thurlow, Ruth M.	Newburyport
Tibbetts, Irene	North Truro
Tinkham, Fannie L.	Everett
Tolland, Mildred A.	Lawrence
Toohill, E. Mary	Natick
Toothaker, Etta W.	Middleboro
Tracy, Margaret M.	Pittsfield
Travers, Emma	New Bedford
Tuleja, Emilia E.	Chicopee
Twohig, Winifred M.	Cambridge
Upton, Marie B.	East Weymouth
Valentine, Jean M.	Holyoke
Vieira, Anna E.	New Bedford
Vieira, Mrs. Clara J.	South Dartmouth
Watson, Catherine M.	Mattapan
Weber, Bertha S.	Hyannis
Wells, Irene H.	Auburn
Westover, Eva L.	Sandwich
Wetmore, M. Lorette	Cambridge
Wheelock, Marie	Enosburg Falls, Vt.
White, May E.	Belmont
Wilcox, Gertrude M.	South Braintree
Williams, Nina S.	Provincetown
Wood, Sara A.	West Springfield
Wallace, Margaret C.	Burlington, Vt.
Walker, Pauline L.	Medford
Yahn, Gertrude E.	Boston
Zeiser, Anna M.	Springfield

## SUPPLEMENTARY LIST

Blair, Mary P.	Boston
Conlon, Angela	Stoneham
Connor, Frances	Pittsfield
Green, Dorothy D.	Camden, Me.
Scanlon, Catherine E.	Somerville



## SUMMARY

Third year Students	.	.	.	.	.	.	.	12
Second year students	.	.	.	.	.	.	.	13
First year students	.	.	.	.	.	.	.	23
Special students	.	.	.	.	.	.	.	2
								—
								50
Summer Session Students 1931 (Women 345, Men 14)	.							359
								—
								409

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600. 4-'32. Order 5354.













